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ABSTRACT

The Sodus 1972 Summer Migrant Program entailed many facets to project learning experiences for the migrant of all ages. Its major goal was widening the migrants' experiences so that they might have more control over their own destiny. The 4 major phases to the Sodus Program's operation included the day care center for infants; the Summer Migrant School, which handles children of ages 4 1/2 to 14; the Youth Center, which provided recreation for children through young adults; and a consumer education class, which offered a 12-lesson sewing course for adults. The Summer Migrant School offered programs in music, art, and physical education; health; reading; special education, through the Board of Cooperative Education; and an opportunity for migrant children to attend a day camp offering nature hikes, arts, crafts, games, and group singing--provided and funded by the Seven Lakes Girl Scout Council, Inc. The administration and results of the Wide Range Achievement Test and of a Migrant Children Needs Assessment Survey were additional topics of concern. The findings of the needs survey, which was distributed to summer session teachers and to teachers at the schools where the children have their home base, indicated that teachers of both areas of the country who dealt with the same children felt that although the cognitive domain dealing with the intellectual processes was important, it was more important to emphasize the affective domain of the learners during a summer school program. (HBC)

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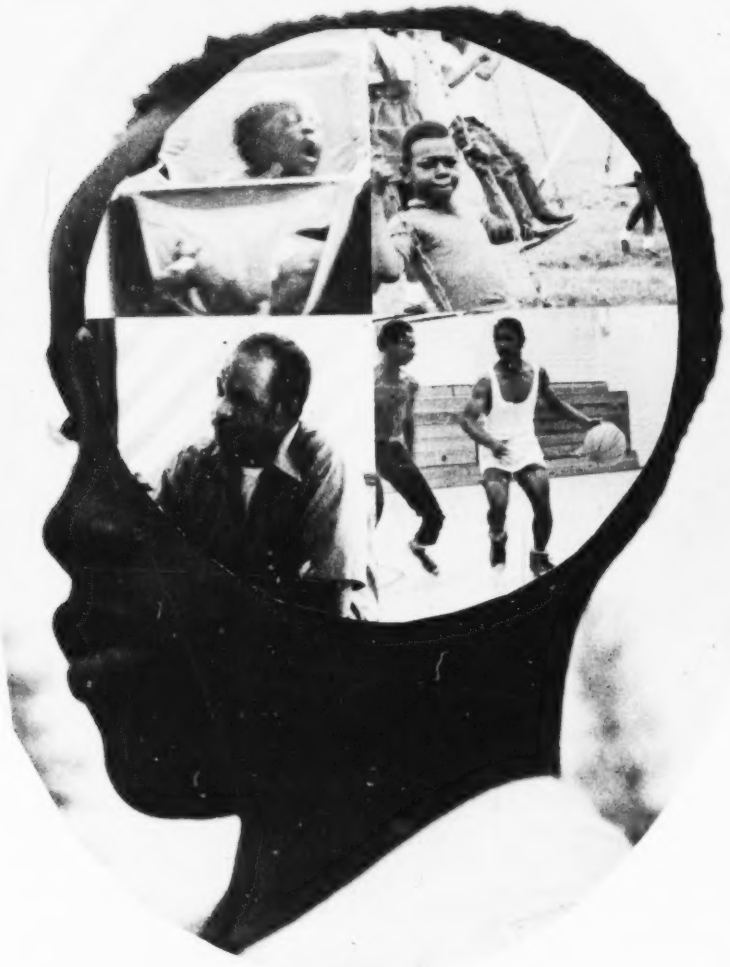

SODUS CENTRAL SCHOOL
SODUS, NEW YORK

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SODUS
MIGRANT SUMMER PROGRAM

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SUMMER MIGRANT PROGRAM

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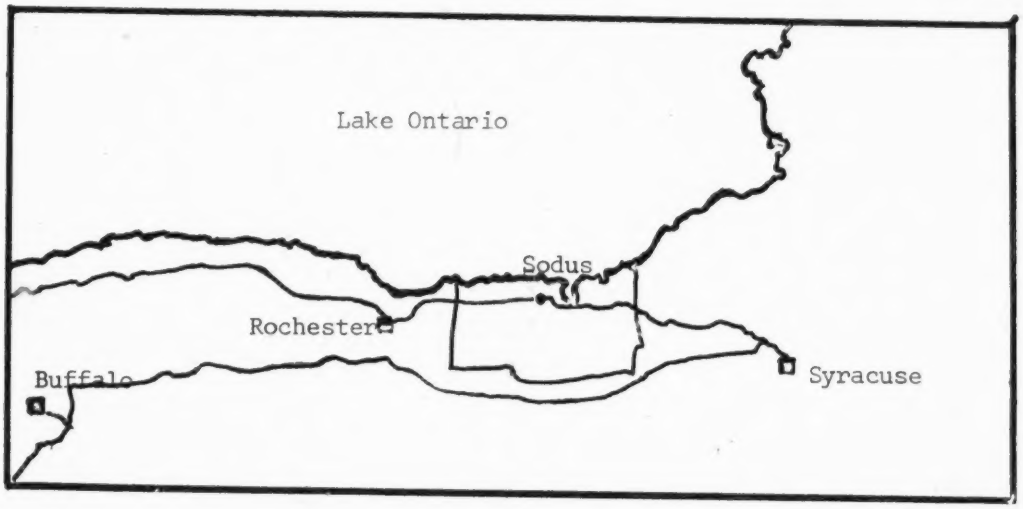
I

HISTORICAL BACKGROUND

Located in the northern central section of Wayne County and thirty miles east of Rochester, New York, the Central School District of Sodus lies in the center of the Erie-Ontario lowlands. Because its soil, drumlins, and the thermal insulation of Lake Ontario provides an excellent climate, sixty per cent of the county's 607 square miles is devoted to agriculture. Over half of the county's population is involved in some phase of farming, or farm related industry.

Encompassing 92 square miles, Sodus has over 200 farms varying in size. While the average size of a farm is 130 acres, one farm, the Sodus Fruit Farm, has over 1500 acres. Sodus ranks very high in New York State in the production of apples and cherries.



Until the time of the depression, local people, hobo farmhands, and young girls called farmerettes harvested the area's crops. But, as industry drew more people, farmers found themselves with a shortage of pickers. With the 1930's came the first black migratory crew from Florida to this area.

Today, New York State is the sixth largest user of the migrant labor force, and Wayne County ranks second in the state in its migrant population, hosting approximately 14 per cent of the state's migrants. An estimated 750 migrants came to Wayne County this year and lived in 140 labor camps harvesting the area's fruits and vegetables such as: sweet and sour cherries, apples, peaches, pears, prunes, and tomatoes.

II

INTRODUCTION

The Sodus 1972 Summer Migrant Program which occurred for six weeks, from July 10, 1972 through August 18, 1972, was an on-going, continuous development toward placing ideals into practice. It entailed many facets to project learning experiences for the migrant of all ages. In every phase of operation, the Sodus Program examined its goals of widening the migrants' experiences so that they might have more control over their own destiny.

At the end of the 1971 Summer Program, meetings were held to discuss the program and how it could be improved the following summer. Throughout the year small rap sessions were held to keep ideas stimulated with any interested individuals or small groups. During the first week of May a group of twelve people from the Sodus School District made a special visitation to Florida to study the area where the majority of the Sodus migrants have their home base. This trip was sponsored by an Urban/Rural School Development Program in

the Sodus School District. The group was composed of seven teachers, a guidance person, an educational communications person, and three community members. The aim of the participants was to increase continuity in migratory children's school experiences through interstate cooperation between Florida and New York.

In one way the Sodus migrants may have a slight advantage over some other migratory groups. Ninety-two per cent of the Sodus migrant enrollment comes from either Sanford, Seminole County; or Haines City, Polk County, Florida. These people have their home base in the area of these two cities, and come to the Sodus area for the summer-fall harvest season, they then return to the same areas. Over the years some of the migrants have been able to acquire yearround job opportunities in the Sodus area and have resettled their families.

The Urban/Rural sponsored group made observations, discussed these observations as they affected Sodus Central School and compiled recommendations based on these observations. The group's work was printed in a pamphlet and distributed to interested personnel of the Sodus Central School District. Meetings were held to explain the group's findings, the recommendations were studied, and many of these recommendations have been and will be put into practice.

The communications gap between all Sodus groups involved with migrants was narrowed by an evening dinner meeting in late May. The meeting was attended by adminis-

trators, Florida Visitation people, black community members, and local farmers who employ migrants. The summer program plans were explained, and then an open discussion was held. Again, the object of this meeting was to improve the total program for the migrant population.

The Sodus School System is a campus style situation with the school buildings, including the Sodus Youth Center, on connecting grounds. This makes it possible for the school grounds to be the central point for the activities, for the many facilities used, and for busing the students.

The total Sodus Migrant Summer Program covered many facets, ages, and interests of the migrants, resettled migrants, and local children of impoverished families. The core of the program was the Summer Migrant School for children of 4½ to 14 years of age. This was housed in a primary building with well equipped facilities. There is a media center, gymnasium, playground, music room, art room, cafetorium, and large classrooms with folding partitions that may be opened to combine groups. The Day Care Center for infants to four year old children was housed in one wing of the building. The ability to use the same building allowed joint care to be given these children with the school facilities, lunch program, and health services. Industrial arts facilities were housed in the high

school located within a short walking distance.

For late afternoon and evening activities the Sodus Youth Center sent personnel to the migrant camps, where activities, games, and athletic events were held. To continue the learning experiences upward into the adult group, the Home Economic Department held sewing classes for the adults.

The program was formally aided by various training sessions for the teachers and aides. Day Care staff members were required to attend a conference at Geneseo State College for administrative discussions, art and craft workshops, health education, and child recreational activities. The migrant school teachers held meetings in June for planning the activities and organizing into teams. Sodus migrant teachers attended training sessions and workshops in July at Geneseo and Brockport State Colleges. Sodus held an in-service day for the migrant school teachers and aides in July. The following day, all the personnel attended a one day state conference at the New York State Migrant Center at Geneseo State College.

To draw attention to the individual child, the teachers were required to write a short evaluation of each child at least once every two weeks. These were

checked and, at the end of the six week summer session, the three evaluations for each child were studied; and a copy was placed in the child's school folder. Some examples or comments of these evaluations will be seen throughout this report. Another evaluation was the pre-and post-testing of each child available using the Wide Range Achievement Test for reading and arithmetic. The results may be found in Section IV of this report. In addition to the evaluations, a survey was taken on migrant student needs. This was conducted with teachers in Florida and in Sodus. The survey and the results may be seen in Section V.

Remember, at the beginning of the introduction it was stated that the migrant program's goal was to widen the migrants' experiences so that they might have more control over their own destiny. To state this another way is to quote one of the migrant students in Florida. He asked for help so that "I won't <u>have</u> to spend my life picking fruit if I don't <u>want</u> to."

III

PROGRAM PHASES

The 1972 Sodus Summer Migrant Program had four major phases to its operation: the Day Care for infants, the Migrant School which handles children of ages 4½- to 14, the Youth Center which worked with children through young adults, and the Consumer Education phase for adults. Included in the Migrant School phase were the special services of: Music-Art-Physical Education, Health, Reading, Board of Cooperative Education (BOCES), and an additional service supplied at the end of the total program by the local Girl Scouts. The formal program lasted six weeks, from July 10, 1972 through August 18, 1972.

A. DAY CARE

Many migrants are family groups whose children are frequently denied the opportunity to attend school regularly because they travel. Living in migrant labor camps, these children receive little environmental stimulation and are often left to roam the fields alone or are placed under the supervision of an only slightly older sibling. As a result, migrant children fall hopelessly behind their peers when they finally enter school.

The Day Care Center gave the children a head start with scholastic activities, helping to ease adjustment problems

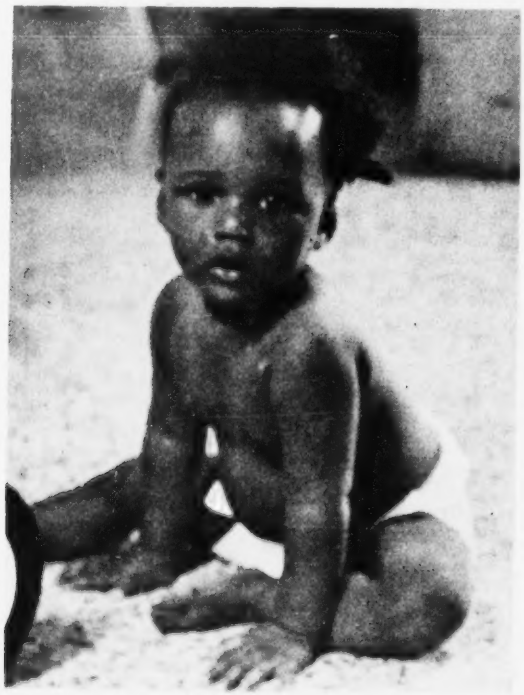
when they enter regular school. Not only did the Center care for a child's basic needs, it helped to broaden his experiences with educational toys, games, and art and craft projects. It also stimulated growth for the other phases of the summer program by relieving the duties and responsibilities of older brothers and sisters, allowing them to attend the program.

Coordinating itself closely to the regular summer school instruction, Day Care operated in a section of the primary school with a staff of twelve. To supervise the forty children ranging in age from infants to four-year-olds, the staff used four rooms, enabling grouping according to age. Cribs were kept in one room, cots for afternoon naps in the second room, arts and crafts in the third room, and building blocks, balls and other toys kept in the fourth room.

For toddlers and three-and four-year-olds, emphasis was placed on muscle development and coordination, language and understanding, and new learning experiences. The children used their large muscles while riding on tricycles or playing on the outdoor equipment and their small muscles while stringing beads or macaroni. The staff also helped the children create individually through painting, through coloring, or through pasting magazine pictures on paper. They were, introduced to reading and to listening with records, and went on field trips to farms in order to identify animals. The three and four year olds made applesauce, toast, salad, pudding, cherry pie, and jelly. All the children also received breakfast, lunch, and a snack following their afternoon naps. Afternoons were used especially for individual help.

Four agencies were involved in the operation of the Day Care Center. The New York State Department of Agriculture

and Markets supervised and administered state and federal funds appropriated for the migrant child care program, supplying the Center with supplies and equipment. The Department of Social Services issued the permit for the Child Care Center and also set standards for the building, equipment, and record keeping. The health department was responsible for making regular inspections to determine the compliance with the state sanitary code requirements, and a public health nurse came to the Center every day to check on any health problems that might have arisen. The last agency, the New York State Education Department supplied the Center this year with a teacher, two aides, and educational equipment.



B. SUMMER MIGRANT SCHOOL

The total Summer Migrant Program revolved around the Summer Migrant School for elementary children. There were twenty-one classroom teachers, a music teacher, an art teacher, a reading consultant, a physical education teacher, a librarian, and a nurse-teacher, along with the help of aides. Three hundred twenty-seven children composed of one hundred nine migrants, eighty-six resettled migrants, and one hundred thirty-two children under a Title I project, were separated into five teams according to their age. The teams were A, B, C, D, and E; with the A team having the 4½- to 5-year-old children; the B team, the 6-to 7-year-old children; the C team, the 7½-to 8½-year-old children; the D team, the 9-and 10-year-old children; and the E group, the 10½-to 14-year-old children.

Many of the migrant families were well known from previous years to the Sodus Central School attendance officer. He, along with the Summer Migrant School director, made repeated visits prior and during the summer session to the migrant camps and talked with the children and their parents. The attendance officer and the director discussed the summer school and what its benefits would be. The migrants were also given information about the time schedules, programs involved, and registration.

The Summer Migrant School was a system of learning experience activities that were designed to follow a cooperative effort to seek and guide each individual child's

three dimensions: mental, physical, and social. It was felt that a concerted effort must be applied in all three directions if the whole child is to be well adapted for his environment and his future. The curriculum throughout the teams was purposely made flexible to allow individualized attention with, and emphasis on, positive attitudes. Language arts and arithmetic were the area's of particular stress within the curriculum. Working in small groups allowed the teacher more time for individualized observations of particular talents, behavior patterns, social conflicts, reading problems, and psychological recommendations. In many cases there was noted a strong desire for emotional closeness on the children's part, even though they appeared independently mature for their ages.

An example of a transitional social growth was the little boy that never had other children his age as playmates. He didn't have the slightest idea how to get along with other children. The boy was directed toward a group situation, and then left much of the time in group-play activities. In time this worked. As the boy learned to play with others he became adjusted to school life.

Sometimes problems arose that would emotionally involve the teachers with a particular child. Such was the 5-year-old girl whose mother had died when she was 3 years old. The girl and a younger brother had been adopted. One month before the summer school started, her adopted mother died. These tragedies left the girl very emotionally upset and she cried constantly in class. The girl liked talking to the women teachers about her two mothers and her family. This helped her somewhat in relieving her emotions.

Different from the above two children was the 10 year old boy who had very good leadership qualities. Sometimes this led to problems with other children. This boy liked to read short stories and was asked to read some stories to a kindergarten class. He loved reading to the younger children. It was great for his ego, and the younger children enjoyed him very much.

The curriculum and activities varied, naturally, according to the students' ages. The Team A children were mixed pre-kindergarten and kindergarten; therefore, the activities ranged over introduction to games, body movement, perceptual activities, recognition of letters and numerals, arithmetic concepts, and language-arts concepts. This range of activities followed the basic concepts of arithmetic and language-arts throughout the teams. The teams individualized more formally with learning packets as the ages progressed. Team D used learning activity packages designed specifically for individualization of mathematics and language-arts.

Each child worked on a level comparable to his ability and educational needs. Each child was given a general pre-test of basic skills. The teachers evaluated the test, noting areas of weakness and strength, and then prescribed a particular learning package for the child. A post-test was given to see if the child was ready for the next level. This test was then evaluated to note whether more reinforcing of material was needed or if the child could go on to the following level. Team E consisted of the oldest group of children and the teachers of this team worked on molding the three dimensions of each child (mental, physical, and social) into one that is unified. They employed activities related to needs outside of the school. The children ran a store during lunch time. They first visited super markets and small businesses to see and obtain pricing structures, display ideas, and general store operation suggestions. The baked goods, candied apples, and other food items were made by the children, with the teacher's guidance, in the home economics classroom-kitchen. The children set and posted prices, advertised, and managed the store. This store was open daily. A learning activity the students enjoyed was a tie-in with one produce that the migrants picked. The students made cherry jam from a basic recipe. Using math, the class had to convert the basic recipe for large quantities. The children cleaned and pitted the cherries, followed the recipe and directions, and cooked the jam. Under the supervision of teachers and aides, the

students filled small jars and added the wax sealer. Each member of the team took some jam home. Classes from some of the teams had an opportunity to try their skills at Industrial Arts. Here they were introduced to the working and molding of clay. The students were able to complete simple projects in ceramics and woodwork. Other learning-activities included a dinner-lunch prepared by and served by the children and an outing to a local restaurant.

Outside of school, field trips were taken to show the children points of interest in the Central New York State area. These field trips were introduced with classroom discussions and followed up with talks and written reports on these experiences. One team made a tour of the Gannett newspaper building - The Democrat and Chronicle in Rochester. This aroused much enthusiasm from the students, who

then decided to write their own summer newspaper. The 12- to 14-year-old children learned of employment opportunities and practices in jobs other than that of picking fruit. They made field trips to local industrial employment offices to see and find out what other job opportunities are available. Other field trips taken were to: the Rochester Zoo; Watkins Glen, popular Finger Lakes geological area; Chimney Bluffs, a local geological area; The Rochester Museum; the Central New York State Police Training Center in Canandaigua; a local train ride; a Red Wing Minor League baseball game in Rochester; the Rochester Channel 21 Educational Television station; and Forman Park, a beautiful Wayne county park located on Lake Ontario.

One of the major problems facing the children of the Sodus Summer Migrant School is the inconsistancy of the children's eating patterns and their lack of a good, well-rounded diet. This has a direct bearing on their learning process. To help this situation, the school provided breakfast, lunch, and an afternoon snack. Even field trips were covered by the preparation of packed lunches. Totally, for the six week school session, there were 5,762 breakfasts served, 7,884 lunches served, and 2,496 snacks.

To show the type of food served during the six week session, here is a menu from the week of August 7, 1972.

Day	Breakfast	Lunch	Packed Lunch	Snack
Mon.	Cheerios Orange Juice Milk	Beef Stew w/veg. Bread & Butter Fantasia Pudding Milk	Ham & Cheese Sand. Celery & Carrot Sticks Choc. Chip Cookies Potato Chips Milk	Brownies Milk
Tues.	Apple Juice Rice Krispies Milk	Pork Patty Applesauce Celery Sticks Bread & Butter Choc. Cake Milk	Tuna, Egg Salad Peanut Butter Sand. Brownies Banana Milk	Cookies Milk
Wed.	Orange Juice Corn Flakes Milk	Chicken & Biscuit Green Beans Peaches Milk		Cookies Raisin Bread Milk
Thurs.	Orange Juice Cheerios Milk	Toasted Cheese Sand. Stewed Tomatoes Apple Crisp Milk	Chicken Wings Rolls Potato Chips Carrot & Celery Sticks Cookies, Banana Milk	Cookies Milk
Fri.	Peaches Graham Cracker Milk	Fish Portions Buttered Beets Bread & Butter Apple Crisp, or Choc. Cake Milk	Ham & Tuna Sand. Potato Chips Cookies Watermelon Milk	Cookies Milk

An open house was held one evening during the last week of the school session. There were over 200 parents and friends that visited classrooms to meet the teachers and aides, and see the students' work. After classroom visitations, the parents were entertained by a program presented by the students in each team.

1. MUSIC - ART - PHYSICAL EDUCATION

Because regular classroom instruction in the summer school program ended at 1:45 P.M., a time when most parents were still working, children from teams A, B, C, and a few from D remained until 4:30 P.M. for an afternoon instruction which emphasized three areas: music, art, and physical education. Children were divided into three age groups, and after a brief play time, they spent half-hour periods in each of these three areas.

In music instruction, the students explored the three primary characteristics of music: music as an expression medium, music as an art closely related to contemporary life, and music as a vehicle to satisfy an individual's thirst for creative expression. Activities enabled the students to direct, perform and analyze written compositions which made use of object sounds, to listen to a varied selection of music attempting to discover common characteristics of all music, to explore the sounds of nature and our environment through walks, and to see various professional artists perform. This year, professional artists included Warren Cooper, who gave a demonstration of the alto saxophone and of several African instruments employed in his work as a jazz musician; Peter and Barbara Debs, who gave a slide presentation of their stay in Ghana while serving in the Peace Corps; and a folk team, Mitzie Collins and Tom Bohrer, who presented a music sing-along.

In the art room, emphasis was placed on individual design and on the introduction of creative new uses for common media. Students were encouraged to work on many of their own self-directed projects using household materials which could easily be obtained. Having little personal space for themselves, the children used materials to make and design projects for their homes, giving them a great sense of pride to be creating something special for their families. The students made vases from recycled bottles and decorative boxes from ice cream containers and wall paper. They also made their own designs for tie-dyed shirts and experimented with boondoggling. Combining music and art, the children used the sound of music as the motivation for painting, creating sounds that are heard "seen".

In the physical education instruction, emphasis was placed on hand, foot and eye perception because it has been determined that physical coordination and reading abilities are closely related, and that perception affects the child's reading ability. In this phase of the summer school program, the children ran through an obstacle course twice a week to test and improve their perception. This involved running through a maze, walking on a balance beam, walking on the rungs of a ladder, bouncing balls around markers, and crawling quickly through an area on hands and knees. Working out on the trampoline enabled the children to develop their coordination and balance. Students also learned the importance of team cooperation and of good sportsmanship with

emphasis placed on team games such as kick ball, hockey, scooter relays and dodge ball. Three times a week over 130 children from ages 8 to 12 were given swimming instruction at the Sodus Point Beach under the Red Cross Program. The importance of gaining elementary swimming skills lies in the fact that many migrant children are constantly close to water, both in Florida and in Sodus, yet the majority fear it. Since there was only a total of nine times that the children went for instruction, the main objective did not lie in getting the children to pass their skills tests, but in getting them to be aware of the water and to eliminate their fear of it.

Throughout this phase of the program, the children were observed carefully, and if a child showed a definite lack of balance or coordination, the Valett Psychoeducational Inventory Skills test was administered. This test might determine the extent to which the child was impaired so that as he enters the regular school in the fall, he may be worked with individually or sent for specialized help within the time he remains in Sodus.

2. HEALTH SERVICES

Important to a child is his physical health, and because of the mobility of the migrant family, the children may suffer from undetected physical disorders, disease, and infections. These may cause fatigue, depression, lethargy or unusual body movements, making it difficult for a child

to learn. Part of this program was to provide the needed health services for the children and to teach them the importance of personal hygiene and proper nutrition.

Every child was given thorough physical and dental examinations, under the guidance of the full time nurse/teacher. Physical examinations were given by the school doctor. Because of the short time of the program, vision and hearing screenings were given only on a referral basis from the teachers. If a child had any other unusual disorder as observed by the teacher, this was also reported to the nurse. Immunizations at the summer migrant program were handled only at the day care level. Here the infants and toddlers received their measle vaccine. No other children were immunized during this time, because of the poorly kept past records of a child's shots. Often times, the only immunization record is that kept by a child's school where he received shots, but any other shot outside the school is often forgotten. As a result, there is danger of over-immunization.

The nurse/teacher's major job was to interpret health problems of children and report them to their parents. Depending on the disorder that was detected, this usually included home visits and referral to the Wayne County Rural Health Center. The nurse also helped to arrange appointments with the appropriate physicians and later follow-ups to see if the child had been to the doctor.

A vivid example of the untreated disorders was noted by the nurse. While examining a boy this year, the nurse found

a severe puncture wound on the child's stomach. He had fallen on a nail in Florida and had not received medical attention. The nurse then traveled to the parent's home and explained that the wound was healing improperly and needed immediate medical attention. Later examination revealed an injury to the boy's wrist, and it was learned that he had fallen on his arm while in Florida. This case was followed up, and the boy received the proper medical treatment for both injuries.

However, although defects were diagnosed, treatment sometimes took a long time or did not occur at all. Such was the case of one girl who, upon examination in Sodus, was found to have a serious hearing loss. Before anything could be done, her family moved back to Florida. The following year the child returned to Sodus with a hearing aid, and arrangements were made to have her examined at the Hearing Clinic in Rochester Strong Memorial Hospital. Before any treatment or therapy could take place, her family again moved back to the South.

Sickle cell anemia is a disease that affects one out of four hundred of the black population. Just coming out into the public view, a program to introduce this to parents and children is now in the planning stages, to be ready in the Fall. Right now, teachers have been made aware of the known aspects of the disease and its symptoms, so that, in their observations of the children, they may detect noticeable traits and refer these children for testing.

3. READING

With the migrant family's mobility children must change schools often. Several will spend only a few months at a time in any school that they attend. Due to this constant change in environment, their attitudes are often not conducive to learning; and, as a result, the child may fall behind in the primary skills of reading.

Here in Sodus, a reading consultant served those children who were abnormally behind in their grade level reading ability. These children, who scored very low on their Wide Range Achievement tests in the beginning of the program, were lacking in their language development and needed individual help.

Although the program was a six week program, the reading consultant had only a four-week period to work with the children who had severe reading problems; the first and last weeks were reserved for pre- and post-testing. The specialist had a total of twenty-three children who were scheduled in groups of two's or three's for half-hour sessions, three times a week. Some of the older children were very self-conscious about their reading inability; therefore, several of them came on an individual basis.

A specific case was cited of a nine year old boy who, at the beginning of the program, could not read the word CAT. On his pre-test the only letters of the alphabet he could identify were two letters from his name. This boy had moved from one school to another for a month at a

time since the year he was of school age. After a three-week period of working with the reading consultant, the child had increased his reading vocabulary to over 100 words.

Emphasizing phonics and reading comprehension and relying on the experience approach toward the child's personal experiences, the reading consultant stimulated a greater interest to learn.

4. BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES)

Under a Title I provision, the Wayne Educational Center, which is a branch of the Wayne/Finger Lakes Board of Cooperative Educational Services, sponsored a migrant summer school for handicapped children during the same time as the regular summer school.

Held in the Williamson Middle School, Williamson, New York, this special education program was the first of its kind in the state. Children from the county, ages 5 to 11 years, who are retarded or physically handicapped were given special instruction in coping with their individual problems. The children were bused with the regular children to school and then transported to the special education center in Williamson.

5.GIRL SCOUTS

The week following the close of the summer school

program, migrant children had the opportunity to attend day camp for a week at Camp Whistlewood in Wolcott. Funded entirely by the Seven Lakes Girl Scout Council, Inc., the camp provided nature hikes, arts, crafts, games, and group singing. Approximately eighty children participated.

C. YOUTH CENTER

The migrant youth's life is separated from and does not come in contact with the community in which he lives during his stay in the north. As soon as he is old enough, he is often expected to contribute to his family's income by working in the fields with his parents. As a result, the migrant child does not benefit from the community's youth organizations such as summer recreation programs, Scouts, or the 4-H clubs. During the evening the migrant child has nothing to do and no place to go. To alleviate this problem, the Sodus Youth Center, Inc. initiated a Summer Teenage Program providing recreation during the evenings for all local, resettled, and migrant youths form the age of 12 to 21 years. Working through the summer migrant program, the Center with a staff of four teacher-aide teams worked on the various areas of the program.

The Center was opened every evening for the youths to play cards, chess, pool, or ping-pong. This portion of the program accomplished little and participation was poor. A plan of the Center that worked very well was the athletic participation. More than thirty boys played basketball three times a week in the high school gym. One of the teachers who played along with them in-season played for the American Basketball Association. He gave them inspiration and playing pointers. Every other Wednesday evening, the teams furnished transportation to and from the

Center for dances. Aside from the regular activities, the program planned special events such as a dinner at the Center for the teenagers and their families. Transportation was provided for the children and teenagers to attend the community's firemen's carnival. The Industrial Arts Department in the Sodus Central High School was opened twice a week for teenagers to create in silk screening and woodworking.

The Center's program extended itself to reach over two hundred people of all ages. Once a week the teams of the staff divided and traveled out into the fields of the main settlements in Sodus. Three of the teachers were black which may have helped to alleviate any apprehensive attitudes in the camps. This portion of the program proved to be very successful, with the children looking forward to the arrival of the teachers. They brought with them arts, crafts, tools, games, basketballs, footballs, frisbees, and gave toddlers through adults opportunities for recreational enjoyment.

D. CONSUMER EDUCATION

In today's economy, a person who sews can do much for her home furnishing and family clothing budget. This summer, Consumer Education offered a twelve lesson sewing course for community adults through the Home Economics Department in the High School. Many women were able to attend due to the child care which was provided.

Skills varied from the non-sewer to the more advanced. Together the class had an opportunity to select materials suitable for their garments; and, through examination of new fabrics, they compared the quality of the materials. The group thus became more discerning shoppers for bargains in sewing supplies.

The group gave each other confidence to tackle accomplishments one might not have done on an individual basis. such projects as making men's pants and complicated jackets and working with crepe and corduroy were undertaken. The beginners, many sewing for children, were greatly surprised at their skills.

During this short time, emphasis was placed on gaining sewing skills and confidence in the individual's ability to learn and to interpret patterns, thus learning to become a wise consumer in the clothing area. In addition the group had the opportunity to investigate other areas in both foods and home furnishing. Other consumer areas touched upon were the use of various types of sewing machines and the availability of money saving recipes.

IV

WIDE RANGE ACHIEVEMENT TEST

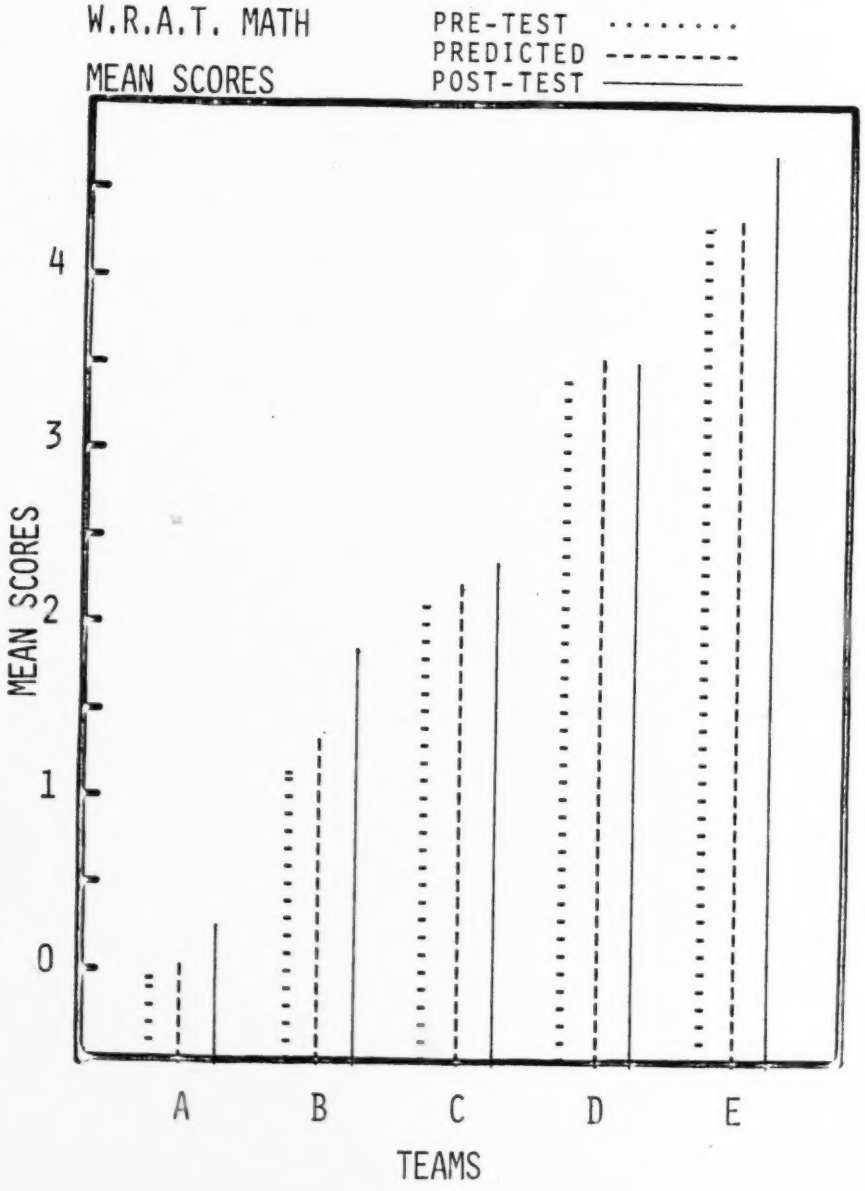
The Wide Range Achievement Test, 1965 edition, distributed by Guidance Associates is a test designed to measure growth of children in reading and arithmetic over a range from pre-school to college years. The evaluation procedures were to administer this standardized test, pre- and post-, and then to compare the post-test results to a predicted anticipated growth in reading and arithmetic. Usually, statistics compare pre-test and post-test results only. This method of analysis has a high possibility of chance improvement or improvement resulting from something other than the specific program applied. Predicting an anticipated growth for each child tested and then comparing the growth with the post-test results presents a truer picture of the program's results. The method used takes into account any chance improvement or growth.

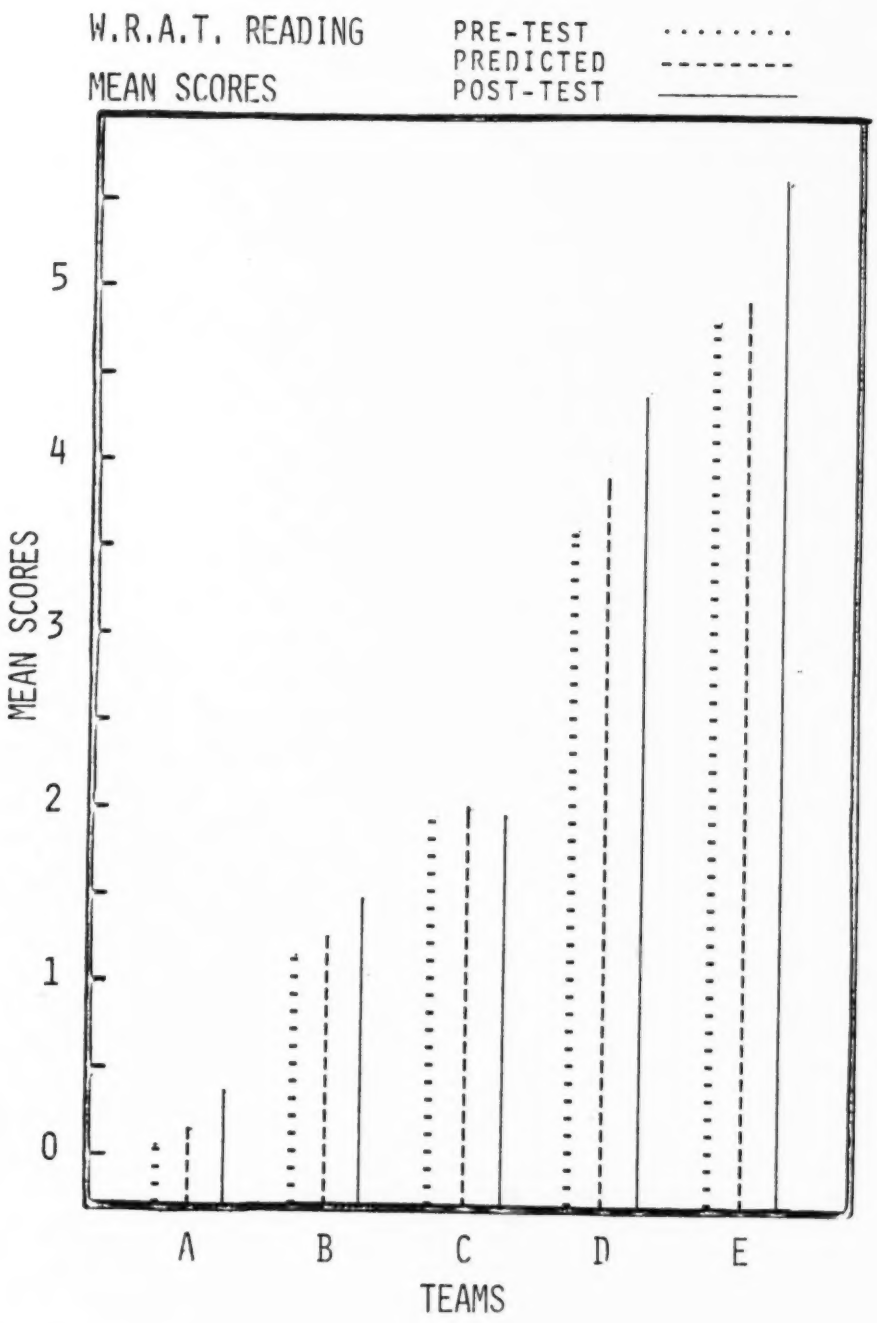
The Summer School staff consisted of five teaching teams. The number of pupils tested, pre- and post-, for each team were: Team A-33, Team B-40, Team C-30, Team D-43, and Team E-60. The mean scores for each team were:

Team	Pre-Test Mean		Predicted Mean		Post-Test Actual Mean	
A	Reading	.018	Reading	.12	Reading	.32
	Math	-.07	Math	.07	Math	.27
B	Reading	1.15	Reading	1.29	Reading	1.47
	Math	1.13	Math	1.39	Math	1.84

Team	Pre-Test Mean		Predicted Mean		Post Test Actual Mean	
C	Reading	1.98	Reading	2.01	Reading	1.97
	Math	2.1	Math	2.2	Math	2.36
D	Reading	3.6	Reading	3.9	Reading	4.4
	Math	3.4	Math	3.5	Math	3.5
E	Reading	4.8	Reading	4.9	Reading	5.6
	Math	4.3	Math	4.4	Math	4.7

Graphing these results gives the following pictures:




W.R.A.T. READING
MEAN SCORES
PRE-TEST
PREDICTED
POST-TEST
MEAN SCORES
0
1
2
3
4
5
A
B
C
D
E
TEAMS

The method used to obtain a result that shows if the program succeeded in helping the students is to calculate a correlated t-value for the differences between the predicted post-test and the actual post-test. From this t-value, a level of significance is obtained, or a level in per cent of confidence in the improvement actually influenced by the program.

The statistical analysis revealed:

Team	t-Score	Level of Significance	Level of Confidence in Influence of Program
A Reading	1.9	.10	90%
Math	2.54	.01	99%
B Reading	4.26	.001	99.9%
Math	5.27	.001	99.9%
C Reading	negative improvement	no significance	none
Math	.87	no significance	none
D Reading	3.5	.01	99%
Math	.398	no significance	none
E Reading	4.96	.001	99.9%
Math	2.05	.05	95%

The level of significance and the percentage in the table show how confident the school can be that what was applied in the summer session rather than chance influenced the improvement of the students. For instance in Team A, in mathematics, we can be 99% sure that the migrant summer school influenced the growth of the students. In reading, 90% sure.

In conclusion, for the most part, the summer program did have an important significance and effect on the academic growth in reading and mathematics of the students involved. Only in one level was there no growth. When the significance levels were very high, such as .001, we can more easily infer that what was being done in the summer migrant program was successful, since the probability of chance is so low.

The data collected from this summer session was accurate and did provide information toward supporting a successful approach and supporting the elimination of improper and wasteful approaches. In both ways, the child was the winner. The Summer Migrant School predicted what it thought could be done, and accounted for what had been done according to top priorities and objectives.

V

MIGRANT CHILDREN NEEDS ASSESSMENT

One phase of a total program observation and evaluation is to examine those needs of the learners that are common to all of the children in the program and may be required by the learner to attain a positive image in society. Participants of two groups closely connected with the migrant children determined an insight of these common needs of the children attending the Sodus Migrant Summer Program by completing a survey. The two groups of participants were teachers who worked with the same children but under different circumstances and in different parts of the country: teachers from the schools where most of these children have their home base, and teachers who have worked with the migrant children in summer sessions.

The survey itself was a compilation of thirty statements of various degrees of children's needs. Under normal circumstances, during a full school year, all thirty statements might be considered as part of a schools objectives. The statements were intermixed with elements of three domains of educational objectives: the cognitive domain, concerned with the intellectual processes of the learner (knowledge, comprehension, application, analysis); the affective domain, concerned with attitudinal, emotional, and valuing behaviors of learners (receiving, responding, valuing, organization); and the psychomotor domain concerned with physical skills of the learner. The survey attempted to have the

teachers narrow this list of needs to the few that could be emphasized in a short summer session.

In the first week of May, a group of Sodus people made a Florida Visitation. Under the auspices of the Urban/Rural School Development Program, these people visited the areas where 92% of the migrant children have their home base. In Sanford, Seminole County, and Haines City, Polk County, personnel were contacted who would know the educators in closest contact with the migrants that come to Sodus. A social worker in Seminole County and a member of the Polk County Migrant Education Center cooperated with their time and excellent assistance in contacting the educators needed, resulting in twenty-five completed surveys returned from Florida.

The Survey was distributed to the teachers in Sodus during the first week of the Summer Migrant Program and twenty-two completed surveys were returned. The results were tabulated, changed to per cents, and graphed for comparison purposes. The tabulation results and the graph curve, seen on the following pages, show a remarkable similarity in the children's needs that both area teachers feel of most importance.

There are five statements that had close correlation between the two groups and rated above 75 per cent in their rank of most importance:

6. The children's curiosity, creativity, and range of interests should be developed and enlarged.

8. The program will guide the children toward the need to practice self direction and self discipline.

11. A feeling of acceptance and support should be developed.

13. The students must be shown how to be concerned for the worth and dignity of every individual.

15. The students ability to communicate verbally should be strengthened.

Each of these statements is categorized within the affective domain of behaviors of learners. Statements in the realm of the cognitive domain such as number 17 dealing with reading skills, had 68 per cent of the Florida teachers and 77 per cent of the Sodus teachers noting it as most important; while number 23 dealing with emphasizing basic arithmetic skills had 61 per cent of Florida teachers and 50 per cent of the Sodus teachers responding as most important.

The results of this survey conclude that the teachers of both areas of the country dealing with the same children feel that although the cognitive domain dealing with the intellectual processes are important, it is more important to emphasize the affective domain of the learners for a summer school program.

NEEDS ASSESSMENT SURVEY

The Sodus Central School Summer Program for Migrant Children is a six week program to help students to further help themselves. Six weeks is a short period of time to make many dynamic changes, therefore we are asking your help in determining particular priorities of student needs from a list of several educational objectives that may be considered.

The following statements are to be rated in three categories according to your priority. Each is to be judged and indicated to determine if the need is: (M) of major importance, (S) secondary in importance, and (U) unimportant in a summer session for migrant children.

1. The students should be led toward an attitude of inquiry. M S U
2. The children will be shown how to develop moral and ethical guidelines. M S U
3. The program should develop individuals who are flexible and can adapt to change. M S U
4. The children should be guided toward the importance of sound mental and physical health. M S U
5. The program should guide the students toward the productive use of leisure time. M S U
6. The children's curiosity, creativity, and range of interests should be developed and enlarged. M S U
7. The children will be led toward an understanding of and shown the way to deal constructively with psychological tensions. M S U
8. The program will guide the children toward the need to practice self direction and self discipline. M S U
9. Allow the children freedom of movement in a relaxed atmosphere. M S U
10. There should be an atmosphere of limited criticism. M S U
11. A feeling of acceptance and support should be developed. M S U
12. The children should be prepared for a changing world of work. M S U
13. The students must be shown how to be concerned for the worth and dignity of every individual. M S U
14. The students should be shown an accurate description of reality. M S U

15. The students ability to communicate verbally should be strengthened. M S U

16. The nutritional habits of the children should be emphasized. M S U

17. Guide the students toward sound reading skills. M S U

18. The child's senses should be stimulated by various games and projects. M S U

19. Times should be spent developing the children's ability to move their bodies in a coordinated manner. M S U

20. The location skills of: in, out, under, over, beside, and behind should be developed. M S U

21. The ability to understand time, space, distance, numbers, and their relationships should be encouraged. M S U

22. There should be an emphases on writing. M S U

23. It is correct to emphasize basic arithmetic skills. M S U

24. The students should be involved in art and music. M S U

25. There should be opportunities for the students to experience music and art events outside the school. M S U

26. Role playing games should be encouraged to develop insights into various people, places, and situations. M S U

27. Science oriented manipulative materials should be used to develop skills. M S U

28. Many field trips should be taken to enlarge the students' experiences and cultural enrichment. M S U

29. Teacher made material should be used in place of formal textbooks. M S U

30. Emphasis should be made to develop a positive attitude toward the value of formal education. M S U

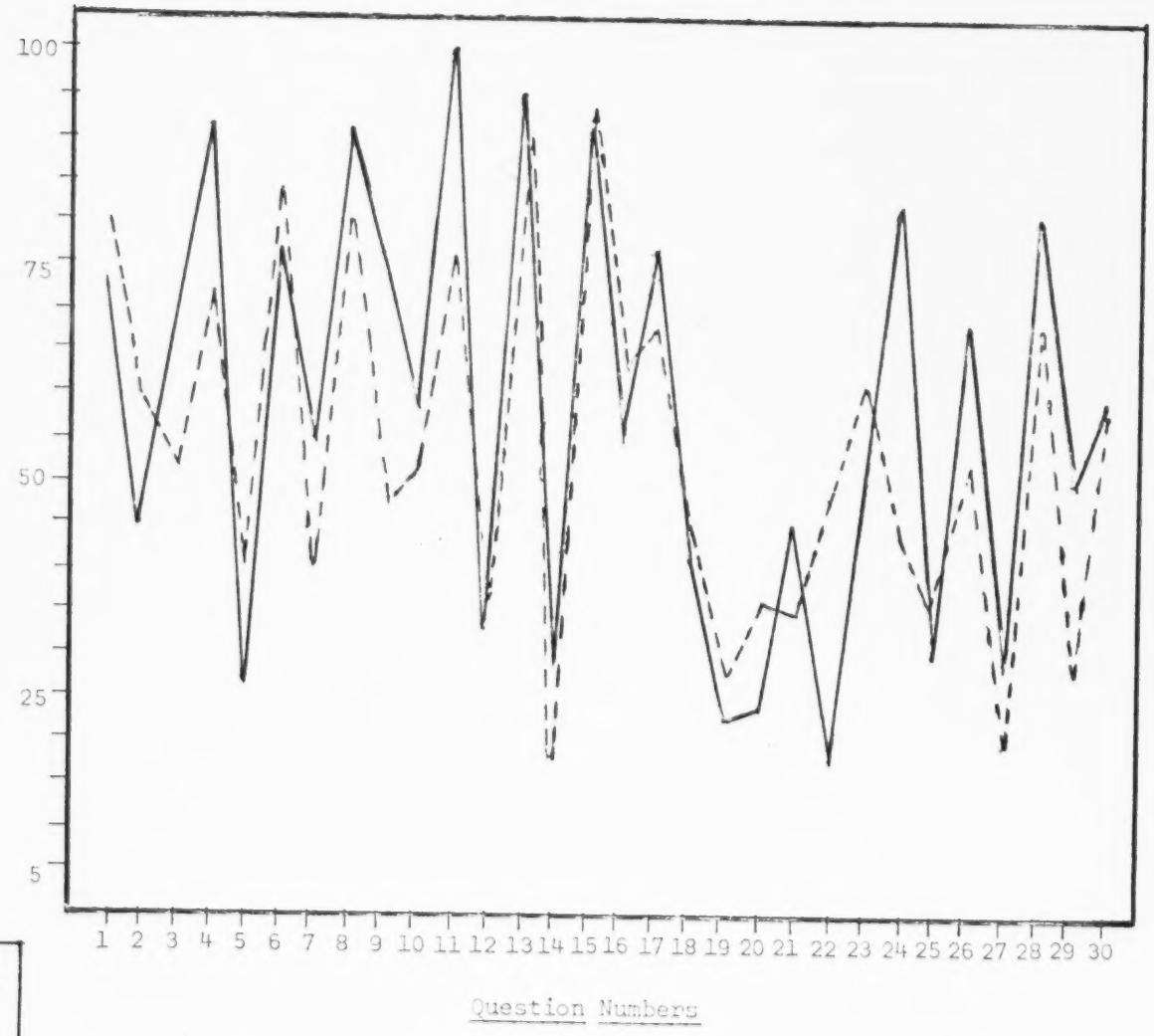
PERCENTAGE OF RESPONSES

CONSIDERED OF MAJOR IMPORTANCE *

Question Number	Sodus Teachers	Florida Teachers	Question Number	Sodus Teachers	Florida Teachers
1	73	80	16	55	64
2	45	60	17	77	68
3	68	52	18	41	44
4	91	72	19	23	29
5	27	40	20	24	36
6	77	84	21	45	35
7	55	40	22	18	48
8	91	80	23	50	61
9	77	48	24	82	44
10	59	52	25	30	36
11	100	76	26	68	52
12	33	36	27	29	21
13	95	88	28	81	68
14	29	20	29	50	28
15	91	92	30	59	58

*The teachers of Sodus and Florida rated the survey in three categories: of major importance, secondary in importance, and unimportant for migrant children in a summer session. The results were tabulated and changed to per cents for comparison purposes. This page, and the graph on the following page, are the results of those statements considered of Major Importance.

NEEDS ASSESSMENT PERCENT SURVEY



Percentage of Responses Considered as Most Important

Florida Participants -----
Sodus Participants _____